



**Autumn Term  
(Half Term 1 and 2)**

**English**

***Poetry***

**+ *An Inspector Calls***

**Year 11**

**Name:** \_\_\_\_\_

**Tutor:** \_\_\_\_\_

*Care to Learn*

*Learn to Care*

## Year 11 Homework Timetable

<b>Monday</b>	English Task 1	Option A Task 1	Option C Task 1
<b>Tuesday</b>	Sparx Science	Option B Task 1	Sparx Maths
<b>Wednesday</b>	Sparx Maths	Science Task 1	Option C Task 2
<b>Thursday</b>	Option A Task 2	Sparx Science	Option B Task 2
<b>Friday</b>	Science Task 2	English Task 2	

### Sparx Science

- Complete 100% of their assigned homework each week

### Sparx Maths

- Complete 100% of their assigned homework each week

Option A
French
Health and Social Care
Psychology
Performing Arts

Option B
History
Health and Social Care
Psychology

Option C
Health and Social Care
Psychology
Spanish
Sports Studies

## Year 11 - Homework Plan English

Half Term 1 (6 weeks) - Year 11		
Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 2 11th September 2023	<b>Cornell Notes on:</b> <i>A Christmas Carol</i> Themes	<b>Question:</b> Write the opening to your old person's story.
Week 3 18th September 2023	<b>Revision Cards on:</b> Write the onion method sentence stems.	<b>Question:</b> How does the writer use language to describe the town of Maycomb?
Week 4 25th September 2023	<b>Cornell Notes on:</b> The Charge of the Light Brigade - context	<b>Question:</b> How does the writer use language to describe the pirate?
Week 5 2nd October 2023	<b>Revision Cards on:</b> Write three structure features.	<b>Question:</b> How does the poet present ideas about corruption?
Week 6 9th October 2023	<b>Cornell Notes on:</b> 'Remains' - context	<b>Question:</b> How does the writer <u>structure</u> the poem for effect?
Week 7 16th October 2023	<b>Revision Cards on:</b> list three language devices and explain their meanings.	<b>Question:</b> How does the poet present the reality of war?

**Half Term 2 (8 weeks) - Year 11**

<b>Week / Date</b>	<b>Homework task 1 Cornell Notes</b>	<b>Homework task 2 Exam Question</b>
Week 8 30th October 2023	<b>Cornell Notes on:</b> 'Kamikaze' - context	<b>Question:</b> In War Photographer, how does the writer convey the War Photographer's feeling about his job?
Week 9 6th November 2023	<b>Revision Cards on:</b> list three structural devices with examples.	<b>Question:</b> How does the poet <b>structure</b> the poem to convey their message?
Week 10 13th November 2023	<b>Cornell Notes on:</b> Kingship in Macbeth	<b>Question:</b> Consider how the realities of war are conveyed in 'Remains' and ONE other poem.
Week 11 20th November 2023	<b>Mock Exams</b>	<b>Mock Exams</b>
Week 12 27th November 2023	<b>Mock Exams</b>	<b>Mock Exams</b>
Week 13 4th December 2023	<b>Revision Cards on:</b> List three poetic forms and explain the features of each.	<b>Question:</b> How does Priestley present the Birling family at the beginning of the play?
Week 14 11th December 2023	<b>Cornell Notes on:</b> <i>An Inspector Calls</i> Themes	<b>Question:</b> How does Priestley present the male characters in the play?
Week 15 18th December 2023	<b>Revision Cards on:</b> Write five adjectives to describe The Inspector.	<b>Question:</b> How does Priestley present ideas about corruption?

Poem	Conflict	Power	3 Key Quotations with Brief Explanation (Beginning, pivotal moment and ending)		Structure and Form	Context
<b>Ozymandias</b>	Conflict between the great power of a past warrior and its present state of decay.	Human power doesn't last forever. Nature is more powerful than man.	<b>Two vast and trunkless legs</b>	Vast shows the grand scale of the original statue. This contrasts with 'trunkless' which highlights the scale of the decay.	The sonnet rhyme scheme is irregular, perhaps symbolic of the broken statue itself which is no longer perfect.	It acts as a warning to anyone who thinks they are immortal that power won't last. Also a Romantic poet who believed in the power of nature.
			<b>Sneer of cold command</b>	This line suggests Ozymandias was arrogant, condescending and patronising towards the people who he ruled over.		
			<b>Nothing beside remains</b>	The short phrase sums up how man's power does not last forever because it is consumed by nature's immeasurable power.		
<b>Prelude</b>	Conflict between man and nature: nature proves it is more powerful.	The power and beauty of nature to make man feel overwhelmed and insignificant.	<b>Troubled pleasure</b>	This oxymoron hints at the narrator's guilt.	As the journey progresses the poem becomes rougher. 'And' is repeated to give a breathless feel. The volta marks a shift in tone half way through.	This Romantic poet believed in the power and beauty of nature and its capacity to overwhelm man's power.
			<b>Huge peak, black and huge</b>	This line marks the shift in the poem (volta) when nature becomes dominant and threatening.		
			<b>Trouble to my dreams</b>	This helps us to empathise with the narrator and establishes a huge contrast to the tone and mood at the start.		
<b>London</b>	Conflict between the rich and poor who are	The abuse of power in Victorian England and the lack of	<b>Where the charter'd Thames does flow</b>	A river is normally a symbol of freedom but chartered suggests London is a city of restriction and confinement.	The regular rhyme scheme reflects the regular walking pace of the	Set during the industrial revolution at a time when there was a revolution in
			<b>The mind-forged</b>	The metaphor suggests the city		

	controlled by society.	power amongst the poor.	<b>manacles I hear</b>	controls people's minds.	narrator as he walks around the city.	France. Blake is criticising the government and the compliance of the people.
			<b>Blights with plagues the Marriage hearse</b>	This oxymoronic metaphor suggests marriage leads to death and infection to present a pessimistic view of the future.		
<b>Poppies</b>	Conflict from perspective of mother left behind when son goes to war.	The powerless of the mother who must deal with her son's departure to war.	<b>Armistice / poppies / war graves</b>	This semantic field of memorial creates a solemn tone of remembrance in the first stanza.	The poem uses a lot of enjambment to enhance the idea of natural tone and the mother's voice.	The poem is focused on the idea of poppies as symbols of memorial and explores the feelings of those who lose their loved ones to war.
			<b>A single dove flew from the pear tree</b>	This metaphor could refer to the son going to heaven. A pear tree normally symbolises a long life but it seems the son's life has been cut short.		
			<b>Hoping to hear your playground voice</b>	This line shows how the mother longs to hear the childhood voice of her son again but he is gone.		
<b>Remains</b>	Explores the long term effects that conflict in war has on a soldier.	A soldier's power or lack of power over his own memories and experiences of war.	<b>Probably armed, possibly not</b>	This line is repeated to show that the speaker cannot move on or have closure after killing the man because he isn't sure if he was armed or not.	Enjambment shows the painful memories run on and on in his mind. The chaotic structure reflects his chaotic mind.	This poem highlights the problem of post-traumatic stress disorder in soldiers.
			<b>Blood shadow</b>	A visual reminder of death, this foreshadows the memories that are going to haunt him.		
			<b>His bloody life in my bloody hands</b>	This line uses repetition of blood to show how the soldier's life has been affected so much by the guilt he feels after killing the man.		
<b>Storm on the Island</b>	The conflict between man and nature can be	The power of the weather to instil fear into man.	<b>We are prepared: we build our houses squat</b>	The people on the island are shown to be well prepared for any attack from the weather through the word choices and short concise phrases.	Present tense suggests the storm is occurring now. Enjambment helps add to the	The poet was born on an isolated storm-battered island which acts as a metaphor for the

	read as an allegory of political conflict.		<b>Spits like a tamed cat turned savage</b>	This simile marks a change in tone when the weather suddenly becomes violent. The enjambment across stanzas highlights the sudden shift.	conversational tone.	stormy political troubles in Ireland.
			<b>Exploding comfortably down on the cliffs</b>	This oxymoron conveys how the poet sees nature as both comfortable and violent.		
			<b>It is a huge nothing that we fear</b>	This line suggests people fear the weather when really they should have nothing to fear.		
<b>War Photographer</b>	Conflict between a warzone and rural England.	The powerful war images contrast with the detached way they are consumed.	<b>Spools of suffering set out in ordered rows</b>	This line shows how the photographer brings order to the chaos in the images when he develops them	The regular 4 line structure reflects the order he is giving to the chaos in the photos.	The poet is bitter about the indifferent way in which people view modern warfare through newspapers.
			<b>Blood stained into foreign dust</b>	A visual reminder of death, this foreshadows the memories that are going to haunt him.		
			<b>He stares impassively...and they do not care</b>	This line links to how the speaker feels his job is pointless as people who see his pictures in the news are desensitised to violence.		
<b>My Last Duchess</b>	Conflict between how the speaker presents himself & who he actually is.	Browning is criticising the absolute power the speaker had over his wife.	<b>my last duchess...looking as if she were alive</b>	'last' implies the speaker is seeking a new wife while the simile implies the speaker prefers the portrait to the real woman because it can be controlled.	Rhyming couplets and iambic pentameter mirrors the Duke's controlling nature. Caesura reflects his anger with wife.	Based on The Duke of Ferrara from the Italian Renaissance to indirectly criticise hidden sin and patriarchy in the Victorian era.
			<b>I gave commands then all smiles stopped</b>	The line 'I gave commands' is an indirect way of saying he had his wife killed off to stop her from smiling at others.		
			<b>Notice Neptune though taming a sea</b>	The fact the speaker points out another work of art near the		

			<b>horse</b>	portrait shows the speaker views the duchess as just an object rather than a real person.		
<b>Exposure</b>	Conflict between man and the cruel weather in a warzone.	Nature is more powerful and deadly than bullets and shells.	<b>Merciless iced east winds knife us</b>	The personification and sibilance emphasises the brutality of the weather in the trenches.	The 5 <sup>th</sup> line in each stanza creates an anti-climax. The half-rhyme reflects how unsettled the soldiers are.	The poet wanted to truthfully show the real conditions for soldiers on the trenches.
			<b>For love of God seems dying</b>	Could mean that they are losing their faith or love for God or that they feel God's love for them is dying.		
			<b>But nothing happens</b>	This line is repeated 5 times to create a sense of anti-climax as the soldiers are constantly on the edge awaiting an attack that doesn't occur.		
<b>Charge of the Light Brigade</b>	The bravery of the soldiers and the stupidity of the mission.	The powerful military rhythm matches the rhythm of marching drums.	<b>Into the valley of death rode the six hundred</b>	This line uses Biblical imagery links the soldier's death with religious sacrifice.	It has a military rhyme similar to the sound of marching drums of horse hooves to convey the soldiers' mindless journey to their death. (Dactylic dimeter)	Tennyson is both honouring the bravery of the soldiers while also criticising the mistakes made by the generals in misinterpreting the command.
			<b>Theirs not to reason why theirs but to do</b>	The parallel phrasing shows the soldiers' only job was to fight and it was not their position to question which links to the pointlessness of war.		
			<b>When can their glory fade?</b>	This rhetorical question shows the poet feels the bravery of the soldiers should always be honoured.		
<b>Tissue</b>	Conflict is caused by holding onto unimportant things too tightly.	We cling too tightly to power and should build more things with paper-like	<b>Paper that lets the light shine through</b>	Paper is a man-made material. Immediately the poet establishes the idea that nature (the light of the sun) is more powerful than man.	The enjambment and irregular line lengths mirror the chaotic and unpredictable nature of the world today.	The poem comes from a collection called 'The Terrorist at my table' in which she comments on global issues facing the world.
			<b>Fly our lives like paper kites</b>	This simile links to how our lives are tied and controlled by paper (in the		



		qualities.		form of money) but this power can easily fly away.		
			<b>Raise a structure never meant to last</b>	Here the poet is saying we should build more things that share the disposable qualities of paper so we don't hold too tightly to them.		
<b>Bayonet Charge</b>	The conflict involved in rushing out of the trenches to attack.	The powerful and raw emotions involved in rushing out from the trenches.	<b>Suddenly he awoke and was running</b>	The first line of the poem uses in medias res to reflect the confusion of the soldier who finds himself suddenly awake in a war zone.	Enjambment adds to the chaos of the battlefield. The chaotic structure reflects the chaotic nature of going into no-man's land.	This poem looks at the dehumanising impact of leaving the trenches into no-man's-land.
			<b>The patriotic tear...sweating like molten iron</b>	This image suggests the panic of fighting in a war overwhelms any notions of patriotism and 'molten iron' links to hell.		
			<b>His terror's touchy dynamite</b>	The last line of the poem is ominous and violent to emphasise the indescribable horror of war could reawaken at any time.		
<b>Checking out me History</b>	Conflict between what we are taught and not taught by society.	This poem rebels against the way powerful black figures from history are marginalised.	<b>Bandage up me eye with me own history</b>	This metaphor suggests the speaker feels he was blinded from learning about his own Caribbean cultural identity at school.	The irregular verse and colloquial language mirrors the drum beat of Caribbean music.	The poem looks at how history is taught and the conflict between fact and truths which is sometimes obscured by race or gender.
			<b>But dem never tell me about Mary Seacole</b>	In this line the speaker is angry that he never got to learn about inspirational black figures from history such as Mary Seacole.		
			<b>I carving out me identity</b>	This metaphor uses the verb 'carving' to show his struggle to assert his own Caribbean identity in a world ruled by white people.		
<b>Emigree</b>	Conflict between childhood	The power of childhood memories	<b>There once was a country</b>	The beginning sounds like a story, possibly a fairytale, but suggests loss.	The lack of a consistent line structure or	The poet bases many of the ideas on examples of

	memories of a place and adult understanding.	of a place can negatively affect people in adulthood.	<b>I am branded by an impression of sunlight</b>	The word branded suggests the speaker has been permanently marked or scarred by her memories of the place where she grew up.	rhyme reflects the speaker's confusing feelings about the city.	emigration from countries like the Middle East where people are fleeing corruption.
			<b>My shadow falls as evidence of sunlight</b>	The poem ends on a positive note. Despite the threats of death. The city is still associated with sunlight.		
<b>Kamikaze</b>	Conflict between the rules and honour of society and the desire to return to family.	The power of the Japanese government and the power of family.	<b>Her father embarked at sunrise</b>	This creates the sense of a journey but the title suggests it will be a journey to his death, 'Sunrise' may be a reference to the location as Japan is known as the land of the rising sun.	Uses italics for an aside to maybe show the daughter speaking to her own children after reflecting on the way she treated her own father.	It was considered a great honour in Japan to die for your country. The pilot in this poem returns home and is therefore rejected by his family forever.
			<b>A one way journey into history</b>	This metaphor elevates the importance of his mission and reminds the reader the pilot was not supposed to return home.		
			<b>Which had been the better way to die</b>	The speaker wonders if the pilot wished he'd not turned back and actually carried out his suicide mission.		

## WEEK 2: Cornell Notes (Homework task 1)

<b>Date</b> /     /	<b>Topic:</b> <i>A Christmas Carol</i> Themes	Revision guide page:
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<b>links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**







## WEEK 4: Cornell Notes (Homework task 1)

<b>Date</b> /     /	<b>Topic:</b> The Charge of the Light Brigade - context	Revision guide page
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<b>links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**

## WEEK 4: Exam Question (Homework task 2)

Date.....

I remember him as if it were yesterday, as he came **plodding** to the inn door, his sea-chest following behind him in a hand-barrow; a tall, strong, heavy, nut-brown tanned man; his **tarry** pigtail falling over the shoulders of his **soiled** blue coat; his hands ragged and scarred, with black, broken nails; and the sabre cut across one cheek, a dirty, **livid** white. I remember him looking round the **cove** and whistling to himself as he did so, and then breaking out in that old sea-song that he sang so often afterwards: "Fifteen men on the dead man's chest – yo-ho-ho and a bottle of rum!"

He sang in a high, old **tottering** voice that seemed to have been tuned and broken at the **capstan** bars. Then he rapped on the door with a bit of stick like a handspike that he carried, and when my father appeared, called roughly for a glass of rum. This, when it was brought to him, he drank slowly, like a **connoisseur**, **lingering** on the taste, and still looking about him at the cliffs and up at our signboard.

**Question:** how does the writer use language to describe the pirate?

Answer:

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## WEEK 6: Cornell Notes (Homework task 1)

Date / /	Topic: 'Remains' - context	Revision guide page
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links	<b>Notes</b>
Questions	

**Summary**

## WEEK 6: Exam Question (Homework task 2)

Question: How does the writer structure the poem for effect?

**I**  
Half a league, half a league,  
Half a league onward,  
All in the valley of Death  
    Rode the six hundred.  
"Forward, the Light Brigade!  
Charge for the guns!" he said.  
Into the valley of Death  
    Rode the six hundred.

**II**  
"Forward, the Light Brigade!"  
Was there a man dismayed?  
Not though the soldier knew  
    Someone had blundered.  
Theirs not to make reply,  
Theirs not to reason why,  
Theirs but to do and die.  
Into the valley of Death  
    Rode the six hundred.

**III**  
Cannon to right of them,  
Cannon to left of them,  
Cannon in front of them  
    Volleyed and thundered;  
Stormed at with shot and shell,  
Boldly they rode and well,  
Into the jaws of Death,  
Into the mouth of hell  
    Rode the six hundred.

**IV**  
Flashed all their sabres bare,  
Flashed as they turned in air  
Sabring the gunners there,  
Charging an army, while  
    All the world wondered.  
Plunged in the battery-smoke  
Right through the line they broke;  
Cossack and Russian  
Reeled from the sabre stroke  
    Shattered and sundered.  
Then they rode back, but not  
    Not the six hundred.

**V**  
Cannon to right of them,  
Cannon to left of them,  
Cannon behind them  
    Volleyed and thundered;  
Stormed at with shot and shell,  
While horse and hero fell.  
They that had fought so well  
Came through the jaws of Death,  
Back from the mouth of hell,  
All that was left of them,  
    Left of six hundred.

**VI**  
When can their glory fade?  
O the wild charge they made!  
    All the world wondered.  
Honour the charge they made!  
Honour the Light Brigade,  
    Noble six hundred!

Date.....



## WEEK 7: Exam Question (Homework task 2)

Date.....

**Question: How does the poet present the reality of war?**

**Bayonet Charge** - Ted Hughes

Suddenly he awoke and was running- raw  
In raw-seamed hot khaki, his sweat heavy,  
Stumbling across a field of clods towards a green hedge  
That dazzled with rifle fire, hearing  
Bullets smacking the belly out of the air -  
He lugged a rifle numb as a smashed arm;  
The patriotic tear that had brimmed in his eye  
Sweating like molten iron from the centre of his chest, -

In bewilderment then he almost stopped -  
In what cold clockwork of the stars and the nations  
Was he the hand pointing that second? He was running  
Like a man who has jumped up in the dark and runs  
Listening between his footfalls for the reason  
Of his still running, and his foot hung like  
Statuary in mid-stride. Then the shot-slashed furrows

Answer:

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## WEEK 8: Cornell Notes (Homework task 1)

Date     /     /	Topic: 'Kamikaze' - context	Revision guide page
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links	Notes
Questions	

Summary

## WEEK 8: Exam Question (Homework task 2)

**Question:** In *War Photographer*, how does the writer convey the War Photographer's feeling about his job?

In his dark room he is finally alone  
with spools of suffering set out in ordered rows.  
The only light is red and softly glows,  
as though this were a church and he  
a priest preparing to intone a Mass.  
Belfast. Beirut. Phnom Penh. All flesh is grass.

He has a job to do. Solutions slop in trays  
beneath his hands, which did not tremble then  
though seem to now. Rural England. Home again  
to ordinary pain which simple weather can dispel,  
to fields which don't explode beneath the feet  
of running children in a nightmare heat.

Something is happening. A stranger's features  
faintly start to twist before his eyes,  
a half-formed ghost. He remembers the cries  
of this man's wife, how he sought approval  
without words to do what someone must  
and how the blood stained into foreign dust.

A hundred agonies in black and white  
from which his editor will pick out five or six  
for Sunday's supplement. The reader's eyeballs prick  
with tears between the bath and pre-lunch beers.  
From the aeroplane he stares impassively at where  
he earns his living and they do not care.

Date.....

Answer:

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## WEEK 9: Exam Question (Homework task 2)

Date.....

**Question: How does the poet structure the poem to convey their message?**

### **The Emigree**

There once was a country... I left it as a child  
but my memory of it is sunlight-clear  
for it seems I never saw it in that November  
which, I am told, comes to the mildest city.  
The worst news I receive of it cannot break  
my original view, the bright, filled paperweight.  
It may be at war, it may be sick with tyrants,  
but I am branded by an impression of sunlight.

The white streets of that city, the graceful slopes  
glow even clearer as time rolls its tanks  
and the frontiers rise between us, close like waves.  
That child's vocabulary I carried here  
like a hollow doll, opens and spills a grammar.  
Soon I shall have every coloured molecule of it.  
It may by now be a lie, banned by the state  
but I can't get it off my tongue. It tastes of sunlight.

I have no passport, there's no way back at all  
but my city comes to me in its own white plane.  
It lies down in front of me, docile as paper;  
I comb its hair and love its shining eyes.  
My city takes me dancing through the city  
of walls. They accuse me of absence, they circle me.  
They accuse me of being dark in their free city.  
My city hides behind me. They mutter death,  
and my shadow falls as evidence of sunlight.

Answer: \_\_\_\_\_

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## **WEEK 9: Exam Question review and improvement (Classwork)**

**Question:** How does the poet structure the poem to convey their message?

**Answer:** \_\_\_\_\_

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# WEEK 10: Cornell Notes (Homework task 1)

Date / /	Topic: Kingship in Macbeth	Revision guide page
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links	Notes
Questions	

Summary

## WEEK 10: Exam Question (Homework task 2)

Date.....

**Question: Consider how the realities of war are conveyed in 'Remains' and ONE other poem.**

### Remains

On another occasion, we got sent out  
to tackle looters raiding a bank.  
And one of them legs it up the road,  
probably armed, possibly not.  
Well myself and somebody else and somebody else  
are all of the same mind,  
so all three of us open fire.  
Three of a kind all letting fly, and I swear  
I see every round as it rips through his life –  
I see broad daylight on the other side.  
So we've hit this looter a dozen times  
and he's there on the ground, sort of inside out,  
pain itself, the image of agony.  
One of my mates goes by  
and tosses his guts back into his body.  
Then he's carted off in the back of a lorry.  
End of story, except not really.  
His blood-shadow stays on the street, and out on patrol  
I walk right over it week after week.  
Then I'm home on leave. But I blink  
and he bursts again through the doors of the bank.  
Sleep, and he's probably armed, and possibly not.  
Dream, and he's torn apart by a dozen rounds.  
And the drink and the drugs won't flush him out –  
he's here in my head when I close my eyes,  
dug in behind enemy lines,  
not left for dead in some distant, sun-stunned, sand-smothered land  
or six-feet-under in desert sand,  
but near to the knuckle, here and now,  
his bloody life in my bloody hands.

Answer: \_\_\_\_\_

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# WEEK 11: Assessment Week Revision (Homework task 1)

Date / /	Topic
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# WEEK 11: Assessment Week Revision (Homework task 2)

Date / /	Topic
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## WEEK 12: Assessment Week Revision (Homework task 1)

Date / /	Topic
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# WEEK 12: Assessment Week Revision (Homework task 2)

Date     /     /	Topic
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# WEEK 14: Cornell Notes (Homework task 1)

Date     /     /	Topic: <i>An Inspector Calls</i> Themes	Revision guide page
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links	Notes
Questions	

Summary











## Week 3

<p>Revision Card on :</p> <p><b>Write the onion method sentence stems.</b></p>	<p><b>Answers</b></p>
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## Week 5

<p>Revision Card on:</p> <p><b>Write three structure features and explain their meanings.</b></p>	<p><b>Answers</b></p>
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## Week 7

<p>Revision Card on:</p> <p><b>List three language devices and explain their meanings.</b></p>	<p><b>Answers</b></p>
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## Week 9

<p>Revision Card on :</p> <p><b>List three structural devices and give examples from the poems we have studied.</b></p>	<p><b>Answers</b></p>
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## Week 13

<p>Revision Card on:</p> <p><b>List three poetic forms and explain the features of each.</b></p>	<p><b>Answers</b></p>
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## Week 15

<p>Revision Card on:</p> <p><b>Write five adjectives to describe The Inspector.</b></p>	<p><b>Answers</b></p>
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